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ABSTRACT

The CRitical Issue Bibliography (CRIB) Sheet describes resources on collaborative learning. It has been argued that this form of teaching and learning is more effective with women, minorities, and some other audiences that have been considered nontraditional. The first section of this CRIB Sheet includes general resources on collaborative learning, and the second section contains citations of articles that discuss the benefits of collaborative learning. The third section focuses on the implementation of collaborative learning, and a final article discusses faculty teamwork. The annotated bibliography describe 12 resources in the ERIC database, and 1 that is not. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Collaborative Learning

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What is an ERIC CRIB Sheet?

A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Collaborative Learning

Collaborative learning has been gaining momentum as a promising pedagogy among higher education faculty and administrators. It is argued that this form of teaching and learning is more effective with women, minorities, and other audiences that have been considered non-traditional. The first section of this CRIB includes general resources on collaborative learning. We have also included a few resources that discuss the benefits of collaborative learning. Since collaborative learning challenges conventional authoritative, individualistic notions of teaching and learning, implementation issues are quite challenging; we have included resources helpful in this area, also.

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Overview

ED430508
Bruffee, Kenneth A. (1999). *Collaborative learning: Higher education, interdependence, and the authority of knowledge.* [Second Edition]. Baltimore: Johns Hopkins University Press.
This volume explores the academic issue of collaborative learning; defining what it is; explaining consensus groups, a common collaborative model; outlining the role of writing; examining pedagogical issues; explaining the difference between collaborative learning and cooperative learning; and exploring the educational significance of computers as relational machines. It also explores how a higher education institution can transform itself to be consistent with collaborative learning. Appended are materials on classroom and laboratory design, collaborative learning research, "nesting," and a glossary.

EJ413459
MacGregor, Jean. (1990, Summer). Collaborative learning: Shared inquiry as a process of reform. *New Directions for Teaching and Learning, (The Changing Face of College Teaching), 42*, 9-30.
This chapter explores some of the historical underpinnings of collaborative learning and highlights the issues involved in designing collaborative approaches—roots of collaboration in education, epistemological theory, reframing the student and teacher roles, and shared inquiry as a process of reform.

Benefits

EJ479233
Tebo-Messina, Margaret. (1993, Spring). Collaborative learning: How well does it work? *Writing on the Edge, 4,* 63-79.
Describes how students in three college-level writing groups viewed their collaborative learning experience. Suggests that collaborative learning works (or does not work) in complex ways that cannot be reduced to a field manual of identifying behaviors.

ED384323
Berry, Lemuel, Jr. (1991). *Collaborative learning: A program for improving the retention of minority students.*
Collaborative learning may be an approach for a liberal arts college program to improve the retention of minority students.

EJ414015
Rau, William, & Heyl, Barbara Sherman. (1990, April). Humanizing the college classroom: Collaborative learning and social organization among students. *Teaching Sociology, 18,* 141-55.
Illustrates the use of collaborative learning groups (CLGs) to help student learning. Finds that students do better on test material that was discussed in group sessions, that connections to classmates increased significantly, and that the great majority of students lauded the use of CLGs.

Implementation

ED427705
Hiltz, Starr Roxanne. (1998). *Collaborative learning in asynchronous learning networks: Building learning communities.* WebNet 98 World Conference of the WWW, Internet, and Intranet Proceedings (3rd, Orlando, FL, November 7-12, 1998).
One of the potential negative effects of online courses is a loss of social relationships and a loss of the sense of community that is usually present on a traditional campus. This paper presents evidence that collaborative learning strategies, which require relatively small classes or groups actively mentored by an instructor, are necessary in order for World Wide Web-based courses to be as effective as traditional classroom courses.

EJ552325
McDaniel, Elizabeth A., & Colarulli, Guy C. (1997, Fall). Collaborative teaching in the face of productivity concerns: The dispersed team model. *Innovative Higher Education, 22,* 19-36.
This article chronicles the development of collaborative teaching in higher education, in a context of declining resources. It outlines models of team coordinated teaching and team teaching, and discusses the different dimensions of collaboration.

ED374757
Geltner, Beverley B. (1994). *The power of structural and symbolic redesign: Creating a*

collaborative learning community in higher education.
This paper describes efforts to redesign a graduate program of educational administration and leadership at Oakland University in Rochester, Michigan, shaped by contributions of researchers in contemporary management and leadership theory, feminist pedagogy, action research, and educational reform.

EJ475593
Wolf, Thia, & Others. (1994, Winter). Collaborative role-play and negotiation: A cross-disciplinary endeavor. *Journal of Advanced Composition, 14*, 149-66.
Outlines a cross-disciplinary project begun by three professors in different fields that attempted to analyze and critique collaborative pedagogies and teaching experiences as used in classrooms. Considers the plausibility of critically exploring ethical issues in collaborative settings. Provides numerous classroom transcripts.

ED347914
Hamilton, Sharon J., Ed., & Hansen, Edmund J. (1992). *Collaborative learning: Sourcebook for collaborative learning in the arts and sciences at Indiana University.* Bloomington, IN: Indiana University.
This sourcebook, prepared by the Intercampus Group on Collaborative Learning of Indiana University, offers suggestions to those who are already familiar with collaborative learning, but want to know how others are responding to the same or similar challenges.

ED339031
Maylath, Bruce. (1991, March). *With fits and starts: How collaborative learning fares in the hierarchical, authoritarian university.*
A writing teacher, troubled by the hierarchical, authoritarian design of his courses, restructured his writing classes to alter the dynamics of authority in the classroom.

Faculty

(1998, Winter). Issue Theme: Using teams in higher education: Cultural foundations for productive change. *New Directions in Higher Education, 25*, 4.
Some of the barriers to faculty teamwork are explored, models that enable interaction outside traditional departmental confines are examined, and some ways other colleges and universities can encourage similar work are discussed.

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